# JCSH News and Resource Bundle for September 24 2021.

Hello everyone

Here is the News and Resource bundle for this week. Thursday, September 30 2021 marks the first National Day for Truth and Reconciliation.

Cheers

Susan

News Articles:  
1. 3033. National Day for Truth & Reconciliation: Universities and schools must acknowledge how colonial education has reproduced anti-Indigenous racism

This article, by researchers who “seek to understand how teacher education programs are — or are not — addressing [truth and reconciliation education](https://www.edcan.ca/articles/trc-education/),” recommend that educational institutions move beyond a single day of remembrance to “commit to [reimagining](https://www.cbc.ca/news/canada/new-interest-cdn-indigenous-history-1.6136104), restorying and renewing our past, present and future relations.” There are numerous links in this full story: to research on [reconciliation in education](https://doi.org/10.1080/03626784.2019.1624478), to  [grassroots social justice activities](https://projectofheart.ca/step-5-social-justice-action/) and [campaigns that teachers can take up](https://fncaringsociety.com/7-free-ways-make-difference), to [commentaries](https://www.tvo.org/article/residential-schools-are-not-a-footnote-in-canadas-history-they-are-its-past-and-present) on residential school [history](https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/historical-background/until-there-not-single-indian-canada), to people such as [Dwayne Donald](https://www.youtube.com/watch?v=VM1J3evcEyQ), Papaschase Cree scholar at the University of Alberta, who emphasizes how settler myths in curriculum continue to deny [Canadian and Indigenous relationships](https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40492/36659) and to have “[divisive and damaging](https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40492/36659)” effects. “What children and youth learn at school and what teachers-to-be learn in university can provoke the kinds of thinking and feeling that will not only challenge [settler denial,](https://settlercolonialstudies.blog/2020/11/03/settler-rhetoric-settler-denial-laura-mudde-framing-the-truth-and-reconciliation-commission-process-in-canada-a-media-analysis-of-settler-colonial-rhetoric-and-colonial-denial-2003-2016-jour/) but also facilitate new stories,” note the authors.

[National Day for Truth & Reconciliation: Universities and schools must acknowledge how colonial education has reproduced anti-Indigenous racism (theconversation.com)](https://theconversation.com/national-day-for-truth-and-reconciliation-universities-and-schools-must-acknowledge-how-colonial-education-has-reproduced-anti-indigenous-racism-123315?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20September%2023%202021&utm_content=Latest%20from%20The%20Conversation%20for%20September%2023%202021+CID_28dab82048765185a8b3dce2cbc9bae9&utm_source=campaign_monitor_ca&utm_term=National%20Day%20for%20Truth%20%20Reconciliation%20Universities%20and%20schools%20must%20acknowledge%20how%20colonial%20education%20has%20reproduced%20anti-Indigenous%20racism)

2. 3034. (with 3033) Indigenous counter-stories in Truth and Reconciliation education

In this article, which may be seen as a companion piece to the story above, University of Alberta professor Dr. Brooke Madden asks “What stories are educators drawing on as they engage truth and reconciliation education?” She explains that while preparing both Indigenous teacher candidates from urban and reserve communities and all pre-service and in-service teachers, she presents a framework so educational leaders and teachers may evaluate and improve the accounts of residential school and reconciliation curricula they design and provide to children and youth in Canadian schools. Dr. Madden explains her reflections in referring to a TED Talk by Nigerian author and feminist activist Chimamanda Ngozi Adiche; it makes the case that single stories – those that show a people as one thing and are told over and over again, typically by outsiders – create stereotypes and result in one story becoming the only story. The talk, The Danger of A Single Story, describes “both symbolic and real-world consequences. They flatten experience, obscure humanity, exploit difference, establish deficit views, and negatively define and constrain who those at the centre can become.”

[Indigenous Counter-Stories in Truth and Reconciliation Education (edcan.ca)](https://www.edcan.ca/articles/trc-education/)

3. 3004. Perth teacher hopes quilt can become a travelling history lesson

Algonquin College instructor Lisa Shaw-Verhoek had taught history of social welfare for about 25 years, in which she tried to highlight “the challenges for Indigenous people in Canada.” Deciding the instruction needed to have stories of actual children, and inspired by the National AIDS Quilt in the U.S. in the 1980s, she told each student to study “the life of a child who died at a residential school in Canada,” and to make an accompanying embroidery on a piece of muslin, as well as to write a paper on the life of that child. The teacher took all the muslin pieces to an Indigenous Elder who smudged each one: “She talked to each square and talked to each child. It was very emotional,” said Shaw-Verhoek. The teacher hopes to finish the work with quilting friends and tour it around Lanark County: “It can start a dialogue. It’s so clear, with the names. It is not a statistic. They were real, live children.”

[Perth teacher hopes quilt can become a travelling history lesson (insideottawavalley.com)](https://www.insideottawavalley.com/news-story/10451777-perth-teacher-hopes-quilt-can-become-a-travelling-history-lesson/)

4. 2994. ‘But I’m not racist’ doesn’t go far enough: School leaders discuss diversity, culture

During a U.S. National Principal’s Conference, one principal and the only Black staff member of his school, urged educators to show vulnerability. “If you claim to be "colorblind" and don’t see color, then you don’t see the individual standing there,” he said. “Everybody needs to be seen for their individual selves, so take off the blinders,” Marcus Belin said, adding that students need to hear educators say, “’I hear you. I see you’…. “To say ‘But I'm not racist’ doesn't go far enough to address equity issues… You have to dig deep inside to determine what your biases are and be able to come to grips with some of those things yourself.”

[NPC 2021: Principals share strategies for leading a culture of diversity, unity | K-12 Dive (k12dive.com)](https://www.k12dive.com/news/npc-2021-principals-share-strategies-for-leading-a-culture-of-diversity-u/603436/)

Resources:

Resource 1: 3029. (Resource) 3036. (Resource) National Day for Truth and Reconciliation

From the Government of Canada Resource: “This National Day for Truth and Reconciliation, explore the rich and diverse cultures, voices, experiences and stories of the First Nations, Inuit, and Métis peoples. Whether you want to read, listen, watch, or try, [start your learning journey](https://www.rcaanc-cirnac.gc.ca/eng/1621447127773/1621447157184) today.”

<https://www.canada.ca/en/canadian-heritage/campaigns/national-day-truth-reconciliation.html>

Resource 2: 2993. (Resource) 2993. (Resource) Impacts of the COVID-19 pandemic on Canadian children with cognitive, behavioural, or emotional disabilities

Using data from Statistics Canada’s crowdsourcing questionnaire: [*Impacts of COVID-19 on Canadians: Parenting during the Pandemic, 2020*](https://www150.statcan.gc.ca/n1/en/catalogue/45250006), this data blog highlights the experiences of parents of children aged 0 to 14 years with cognitive, behavioural, or emotional disabilities during the early response to the COVID-19 pandemic (questionnaires completed between June 9 and 22, 2020).

The data blog includes a snapshot of parents’ concerns related to their children’s general physical health, general mental health, loneliness or isolation, screen time, physical activity, school year/academic success and their family’s ability to manage. Comparisons are made to the experiences of parents with children that do not have a disability.

<https://health-infobase.canada.ca/covid-19/impacts-on-children/?utm_source=CSIMS&utm_medium=Email&utm_campaign=launch_covid_19_impacts_on_children_data_blog_July_2021_ENG>